



# 英语专业

## 八级标准化模拟试题

主 编 (北京大学) 董锡燕

总策划 胡东华



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# 前 言

本书依据“高校英语专业八级考试大纲”的精神,仿照近年来“高校英语专业八级考试”的题型和项目编写而成,力求和英语专业八级考试的要求一致。

八级考试试题结构为:试卷一(Paper One)由三部分组成:1. 听力理解;2. 校对与改错;3. 阅读理解。试卷二(Paper Two)由两部分组成:1. 翻译;2. 写作。

听力部分八级考试大纲要求速度为每分钟 160—180 词,要求一遍能听懂;阅读部分要求阅读速度为 30 分钟内完成若干篇短文,共计 2500 词左右。快速阅读速度为 10 分钟内完成共约 3000 词的若干短文。翻译部分要求速度为每小时 250—300 词。写作部分速度为每小时 300 词左右,思想内容占 50%,组织结构 10%,语法 20%,用词 15%,得体 5%。

本书共包括十套模拟题,其中第一套题听力部分的新闻广播有两个片段,依据九八年以前的题量设定,其余九套题均为三个片段,依据九八年题量设定。

本书可供英语专业学生自测练习使用,也可供大学高年级学生、研究生及中、高级自学者学习参考之用。

由于编写时间仓促,作者水平有限,错误之处,在所难免,恳请专家、读者不吝指正。

编 者

1999 年 12 月

## 目 录

Practice Test One .....	(1)
Key to Test One .....	(42)
Practice Test Two .....	(51)
Key to Test Two .....	(98)
Practice Test Three .....	(110)
Key to Test Three .....	(152)
Practice Test Four .....	(162)
Key to Test Four .....	(205)
Practice Test Five .....	(216)
Key to Test Five .....	(256)
Practice Test Six .....	(266)
Key to Test Six .....	(303)
Practice Test Seven .....	(313)
Key to Test Seven .....	(352)
Practice Test Eight .....	(363)
Key to Test Eight .....	(405)
Practice Test Nine .....	(415)
Key to Test Nine .....	(456)
Practice Test Ten .....	(464)
Key to Test Ten .....	(507)



3. Which of the following is Not mentioned as a main industry in Macao?

- A) Textile
- B) Plastics
- C) Food processing
- D) Chemistry

4. What does the name of Macao derive from?

- A) A temple
- B) A church
- C) A governor
- D) A statue

5. What historic event took place in Macao in 1974?

- A) Portugal proclaimed that Macao was a free port.
- B) The Protocol of Lisbon was signed by China and Portugal.
- C) Macao became a Chinese territory under Portuguese administration.
- D) The first governor was appointed by the Portuguese President.

### Section B Conversation

*Question 6 to 10 are based on a conversation . At the end of the conversation you will be given 15 seconds to answer each of the following five questions .*

*Now listen to the conversation .*

6. What is the conversation about?

- A) The 50th annual prime time Emmy Awards.
- B) The significant role played by television in the past 50 years.
- C) A review of the development of television.
- D) Outstanding supporting actors.

7. What did the "New York Times" critic predict when television was in its initial stage?

- A) People would watch TV all day long, greatly spoiling their spare time.
- B) Television would eventually replace broadcasting.
- C) Television could hardly compete with broadcasting for audience.
- D) Television would take up a great deal of the audience's time.

8. When was the first Emmy Awards telecast?

- A) In 1939
- B) In 1949





13. What does the results of the survey suggest?
- A) Parents of school-age kids are wary of the negative influence of Internet on their children.
  - B) Parents hope that their children can take advantage of Internet as a useful tool.
  - C) Internet is loaded with graphic sexual photos and other garbage, so it shouldn't be available for children.
  - D) School-age kids are fascinated with Internet games, which consume too much of their time.
14. What is the point of view of the president of the Indiana Parent-Teachers Association?
- A) Internet has its positive as well as negative effects.
  - B) E - mail is the most convenient and helpful tool on Internet.
  - C) Internet spoils the spare time of school - age children.
  - D) More attention should be paid to improve Internet programs so as to guide the young generation.
15. What percentage of parents totally reject the value of Internet?
- A) 39 per cent
  - B) 40 per cent
  - C) 20 per cent
  - D) 22 per cent

### **Section D Note – Taking and Gap – Filling**

*In this section you will hear a mini-lecture . You will hear the lecture ONCE ONLY . While listening to the lecture , take notes on the important points . Your notes will not be marked , but it is important that you yourself can understand them because you will need the information to complete a gap-filling task on Answer Sheet One after the mini-lecture . Use the blank sheet for note-taking .*

## **Part II Proofreading and Error Correction (15 MIN)**

*Proofread the given passage on Answer Sheet Two as instructed .*

## **Part III Reading Comprehension (40 MIN)**

### **Section A Reading Comprehension (30 MIN)**

*In this section there are four reading passages followed by fifteen multiple-choice questions . Read the passages and then mark your answers on your Answer Booklet .*

#### **Text A**

##### **Human cognition**

In developing a model of cognition, we must recognize that perception of the external world does not always remain independent of motivation. While progress toward maturity is positively correlated with differentiation between motivation and cognition, tension will, even in the mature adult, militate towards a narrowing of the range of perception and in the lessening of the objectivity of perception.

Cognition can be seen as the first step in the sequence of events leading from the external stimulus to the behavior of the individual. The child develops from belief that all things are an extension of its own body to the recognition that objects exist independent of his perception. He begins to demonstrate awareness of people and things which are removed from his sensory apparatus and initiates goal-directed behaviors. He may, however, refuse to recognize the existence of barriers to the attainment of his goals, despite the fact that his cognition of these

objects has been previously demonstrated.

In the primitive being, goal-directed behavior can be very simply motivated. The presence of an attractive object will cause an infant to reach for it; its removal will result in the cessation of that action. Studies have shown no evidence of the infant's frustration; rather, it appears that the infant ceases to desire the object when he cannot see it. Further indications are that the infant's attention to the attractive object increases as a result of its not being in his grasp. In fact, if he holds a toy and another is presented, he is likely to drop the first in order to clutch the second. Often, once he has the one desired in his hands, he loses attention and turns to something else.

In adult life, mere cognition can be similarly motivational, although the visible presence of the opportunity is not required as the instigator of response. The mature adult modifies his reaction by obtaining information, interpreting it, and examining consequences. He formulates a hypothesis and attempts to test it. He searches out implicit relationships, examines all factors, and differentiates among them. Just as the trained artist can separate the values of color, composition, and technique, while taking in and evaluating the whole work, so, too, the mature person brings his cognitive learning strengths to bear in appraising a situation.

Understanding that cognition is separate from action, his reactions are only minimally guided from conditioning, and take into consideration anticipatable events.

The impact of the socialization process, particularly that of parental and social group ideology, may reduce cognitively directed behavior. The tension thus produced, as for instance the stress of fear, anger, or extreme emotion, will often be the overriding influence.

The evolutionary process of development from body schema through cognitive learning is similarly manifested in the process of language acquisition. Au-

ding and speaking develop first, reading and writing much later on. Not only is this evident in the development of the individual human being from infancy on, but also in the development of language for humankind.

Every normal infant has the physiological equipment necessary to produce sound, but the child must first master their use for sucking, biting, and chewing before he can control his equipment for use in producing the sounds of language. The babble and chatter of the infant are precursors to intelligible vocal communication.

From the earliest times, it is clear that language and human thought have been intimately connected. Sending or receiving messages, from primitive warnings of danger to explaining creative or reflective thinking, this aspect of cognitive development is also firmly linked to the needs and aspirations of society.

16. How does the child develop his cognition?

- A) Strong motivations give rise to perception.
- B) He holds the conviction that things around him are parts of his extended body and later on gives it up.
- C) Parents and teachers play a key role in his development of cognition.
- D) He believes that objects around him are independent of his perception.

17. What stimulates adults' motivational cognition?

- A) Predictable presence of opportunities.
- B) Visible signs of opportunities.
- C) Instigators.
- D) Approachable information.

18. What is the influence of socialization process?

- A) It may produce tension.
- B) It may cause extreme emotions.
- C) It may reduce one's cognitively guided behavior.
- D) A), B), and C).

19. What links cognitive development to the needs of society?

- A) Practical purposes.
- B) Natural human cognitive development.
- C) Language.
- D) Sending or receiving messages.

### **Text B**

#### **Pollution Is a Dirty Word**

Consume, consume, consume! Our society is consumer oriented-dangerously so. To keep the wheels of industry turning, we manufacture consumer goods in endless quantities, and, in the process, are rapidly exhausting our natural resources. But this is only half the problem. What do we do with manufactured products when they are worn out? They must be disposed of, but how and where? Unsightly junkyards full of rusting automobiles already surround every city in the nation. Americans throw away 80 billion bottles and cans each year, enough to build more than ten stacks to the moon. There isn't room for much more waste, and yet the factories grind on. They cannot stop because everyone wants a job. Our standard of living, one of the highest in the world, requires the consumption of manufactured products in ever-increasing amounts. Man, about to be buried in his own waste, is caught in a vicious cycle. "Stop the world, I want to get off," is the way a popular song put man's dilemma.

It wasn't always like this. Only 100 years ago man lived in harmony with nature. There weren't so many people then and their wants were fewer. Whatever wastes were produced could be absorbed by nature and were soon covered over. Today this harmonious relationship is threatened by man's lack of foresight and planning, and by his carelessness and greed, for man is slowly poisoning his environment.

Pollution is a "dirty" word. To pollute means to contaminate—to spoil something by introducing impurities which make it unfit or unclean to use. Pollution comes in many forms. We see it, smell it, taste it, drink it, and *stumble* through it. We literally live in and breathe pollution, and, not surprisingly, it is

beginning to threaten our health, our happiness, and our very civilization.

Once we thought of pollution as meaning simply smog — the choking, stinging, dirty air that hovers over cities. But air pollution, while it is still the most dangerous, is only one type of contamination among several which attack the most basic life functions.

Through the uncontrolled use of insecticides, man has polluted the land, killing the wildlife. By dumping sewage and chemicals into rivers and lakes, we have contaminated our drinking water. We are polluting the oceans, too, killing the fish and thereby depriving ourselves of an invaluable food supply.

Part of the problem is our exploding population. More and more people produce more wastes. But this problem is intensified by our "throw-away" technology. Each year Americans dispose of 7 million autos, 20 million tons of waste paper, 25 million pounds of toothpaste tubes and 48 million cans. We throw away gum wrappers, newspapers, and paper plates. It is *no longer fashionable* to reuse anything. Today almost everything is disposable. Instead of repairing a toaster or a radio, it is easier and cheaper to buy a new one and discard the old, even though 95 percent of its parts may still be functioning. Baby diapers, which used to be made of reusable cloth, are now paper throwaways. Soon we will wear clothing made of paper: "Wear it once and throw it away," will be the slogan of the fashion conscious.

Where is this all to end? Are we turning the world into a gigantic dump, or is there hope that we can solve the pollution problem? Fortunately, solutions are in sight. A few of them are positively ingenious.

Take the problem of discarded automobiles, for instance. Each year over 40,000 of them are abandoned in New York City alone. Eventually the discards end up in a junkyard. But cars are too bulky to ship as scrap to a steel mill. They must first be flattened. This is done in a giant compressor which can reduce a Cadillac to the size of a television set in a matter of minutes. Any leftover scrap metal is mixed with concrete and *made into exceptionally strong bricks* that are used in buildings and bridges. Man's ingenuity has come to his rescue.

What about water, pollution? More and more cities are building sewage-treatment plants. Instead of being dumped into a nearby river or lake, sewage is sent through a system of underground pipes to a giant tank where the water is separated from the solid material, purified, and returned for reuse to the community water supply. The solid material called sludge, is converted into<sup>20</sup> fertilizer. The sludge can also be made into bricks.

Controlling air pollution is another crucial objective. Without food, man can live about five weeks; without water about five days. Without air, he can only live five minutes, so pure air is a must. Here the wrongdoer is the automobile. Where there is a concentration of automobiles, as in our big cities, air pollution is severe. It is important to see that our cars are equipped with pollution-control devices. Such devices effectively reduce the harmful gases emitted from the engine.

Power plants, factories, and apartment buildings can also avoid air pollution. When possible they should use clean fuels like gas and oil. And the smokestacks of these buildings should be equipped with filters and other smoke-reduction devices.

Can we eliminate pollution altogether? Probably not. Modern man pollutes with everything he does, so total elimination would require drastic measures. Every power plant would have to shut down. Industries would have to close. We would have to leave all our automobiles in the garage. Every bus and truck and airplane would have to stop running. There would be no way to bring food to the cities. There would be no heat and no light. Under these conditions, our population would die in a short time.

Since such a drastic solution is impossible, we must employ determined public action. We can reduce pollution, even if we can't eliminate it altogether. But everyone must do his part. Check your car to see if the pollution - control device is working. Reduce your use of electricity. Is air conditioning really necessary? Don't dump garbage or other waste on the land or in the water. Demand that government take firm action against polluters. We can have a clean

world, or we can do nothing. The choice is up to you.

20. Which of the following statements is Not a cause of pollution mentioned in the passage?
- A) Population explosion.
  - B) Too much consumption.
  - C) It is out-dated to reuse things.
  - D) High unemployment rate.
21. Which of the following statement is Not a suggested solution to air pollution?
- A) Building sewage-treatment plants.
  - B) Strict restrictions on the discharge of polluted water to rivers or lakes nearby.
  - C) Using gigantic tanks to separate solid materials from water.
  - D) Setting up underground sewage system to purify water.
22. What does this passage mainly address?
- A) The severity of pollution nowadays.
  - B) Pollution and its solution.
  - C) Universal concern over environment.
  - D) Consumption and pollution.

### **Text C**

Not often in the story of mankind does a man arrive on earth who is both steel and velvet, who is as hard as rock and soft as drifting fog, who knows in his heart and mind the paradox of terrible storm and peace unspeakable and perfect. Here and there across centuries come reports of men alleged to have these contrasts and the incomparable Abraham Lincoln, born 150 years ago this day, is an approach if not a perfect realization of this character. In the time of the April lilacs in the year 1865, Lincoln's death, the casket with his body was carried northwest a thousand miles and the American people wept as never before. During the four years he was President, he at times, especially in the first three months, took to himself the powers of a dictator. He commanded the most powerful armies then assembled in modern warfare. He enforced and cruised con-



scription of soldiers for the first time in American history.

And under imperative necessity, he abolished the writ of habeas corpus. He directed politically and spiritually the wild, massive turbulent forces let loose in Civil War, a war truly as time has shown, of brothers. He argued and pleaded for compensated emancipation of the slaves. The slaves were property. They were on the tax books along with horses and cattle, the valuation of each slave written next to his name on the tax assessor's books. And failing to get action of compensated emancipation; he took the only other course. As a Chief Executive having war powers he issued the paper by which he declared the slaves to be free under military necessity. People, people in many other countries take Lincoln now for their own. He belongs to them. He stands for decency, honest dealing, plain talk and funny stories. Look where he came from, don't you know he was a struggler and wasn't he a kind of tough struggler? All his life right up to the finish. Something like that you can hear in a nearby neighborhood and across the seas. Millions there are who take Lincoln as a personal treasure. He had something they would like to see spread everywhere all over the world. Democracy we can't find the words to say exactly what it is, but he had it. In his blood and bones he carried it. In the breath of his speeches and writings it is there. Popular government, republican institutions government where the people had the say so, one way or another telling there elected leaders what they want. He had the idea, he embodied it. It's there in the lights and shadows of his personality. A mystery that can be lived but never fully spoken in words.

Today, when we say perhaps that the well assured and most enduring memory onto Lincoln is invisibly there today tomorrow and for a long long time yet to come. It is there in the hearts of the lovers of liberty. Men and women this country has always had them in crisis. Men and women who understand that wherever there is freedom, there have been those who have fought, toiled and sacrificed for it. I thank you.

23. What does the author suggest as far as Abraham Lincoln's characteristics are concerned?